

# Personal Essay Unit of Study

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	4	3	2	1
<b>Demonstrates meaning and significance</b>	<p>Thesis, anecdotes, and reflection all worked together effectively.</p> <p>Impact of the essay reached beyond the author to touch others as well. Caused the reader to reflect on their own life. (Wow factor)</p>	<p>Anecdotes were written through the lens of the thesis.</p> <p>Topic of the essay was personal in nature and directly impacted the author and their own thoughts and ideas.</p>	<p>A thesis, anecdotes, and reflection were evident but did not work together to support one idea.</p> <p>Topic of essay was based on the experience of the author but didn't demonstrate personal thoughts and ideas.</p>	<p>Topic generated is not conducive to reflection.</p> <p>There is no evidence of a personal connection to the topic.</p>
<b>Demonstrates Elaboration</b>	<p>The writer expertly balances details, actions, dialogue and setting in a way that effectively creates a movie in the mind of the reader. The reader can envision the moment clearly in their mind.</p>	<p>The writer effectively balances details, actions, dialogue and setting to allow the reader to envision what is happening in each anecdote/small moment.</p>	<p>The writer attempts to balance the narrative and use detail. They could use actions, dialogue, and setting more effectively to create a picture for the reader. The reader is missing important details that impact their understanding of the moment.</p>	<p>Few details are included making it very difficult for the reader to develop an understanding of what is happening in the essay. The basic who, what, where, why are not present.</p>
<b>Demonstrates Organizational Structure</b>	<p>The placement of the thesis, anecdotes, and reflection in the essay impacted the meaning.</p> <p>Variety of appropriate transitions are used to make the essay flow smoothly.</p>	<p>Structure that includes thesis, anecdote(s) and reflection was evident.</p> <p>Transitions were used effectively to connect ideas.</p>	<p>Structure was attempted but at least one component was missing.</p> <p>Transitions were attempted but at times the reader was confused as to how ideas connected.</p>	<p>Two components of the structure were missing.</p> <p>Transitions were not attempted.</p>
<b>Follows writing process</b>	<p>Improvements made to the essay went beyond the suggestions from others and demonstrated true revision as an author.</p>	<p>Improvements were made to the essay based on a variety of feedback (teacher, adults, peers, mini-lessons, conferences, etc.)</p>	<p>Limited revisions were made based on feedback or limited attempts were made to get feedback from a variety of sources.</p>	<p>Few if any changes were made based on feedback.</p> <p>Essay was not completed in time to allow for sufficient feedback.</p>
<b>Uses correct conventions</b>	<p>All words are spelled correctly.</p> <p>Sophisticated punctuation is used to create complex sentences.</p> <p>Paragraphing is used to enhance the writing.</p>	<p>High-frequency words are spelled correctly.</p> <p>Ending punctuation is used properly.</p> <p>The piece is written in paragraph form.</p>	<p>Spelling errors begin to distract the reader.</p> <p>Ending punctuation is not used properly.</p> <p>Paragraphing is unclear.</p>	<p>Numerous spelling errors make the piece unclear for a reader.</p> <p>Ending punctuation is not present.</p> <p>Paragraphing is not attempted.</p>
<b>Uses varied writer's craft (Applies mini-lessons)</b>	<p>Writer consistently and effectively demonstrates understanding of mini-lessons and strategies given in class. They apply strategies in a way that is beyond grade level expectations.</p>	<p>Writer effectively demonstrates understanding of mini-lessons and attempts to apply strategies to their piece to increase the overall quality of the piece.</p>	<p>At times the writer demonstrates understanding of a mini-lesson or attempts to utilize a strategy. It is difficult to see evidence that the strategies were used effectively in the final piece.</p>	<p>Little or no evidence can be found that attempts were made to apply strategies of mini-lessons in the final piece.</p>

<b>Teaching Points</b>	<b>4 Above and beyond</b>	<b>3 Grade level expectation</b>	<b>2 Developing – not there yet</b>	<b>1 Minimal – below expectations</b>
Generate ideas <ul style="list-style-type: none"> <li>• Ideas</li> <li>• Themes</li> <li>• Issues</li> <li>• Anecdotes</li> </ul>				
Thesis statements <ul style="list-style-type: none"> <li>• Focus of the essay</li> </ul>				
Structure <ul style="list-style-type: none"> <li>• Anecdotes</li> <li>• Thesis</li> <li>• Reflection</li> </ul>				
Transitions <ul style="list-style-type: none"> <li>• To improve the craft of the essay</li> <li>• Signal connections</li> </ul>				
Grammar <ul style="list-style-type: none"> <li>• Paragraph format</li> </ul>				

